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ABSTRACT

In order to provide courses which are relevant and which will increase teachers' satisfaction with their pre- and in-service education, it is necessary to identify and assess those matters which most concern them. An instrument based on a three-stage model was devised: Stage 1, education majors who have never taught and who have no concern about teaching, stage 2, preservice teachers with a minimum of experience who are mainly concerned about their own performance, and stage 3, experienced teachers whose concern is for their pupils. The manual material deals with the second group, tracing six stages of concern, from orientation to teaching, through control, student relationship, student gain (both cognitive and affective), and personal growth and professional issues. The development tasks for the student teachers and the instructional procedures in educational psychology are outlined for each stage. The assessment instrument is included, with instructions on scoring and an overview of the codes employed. Examples are given under each code to illustrate the type of statement which may be expected. Two appendixes give details of available material on teacher personal growth and a short bibliography of relevant research. (MBM)

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CONCERNS OF TEACHERS

A MANUAL FOR TEACHER EDUCATORS

Increasing Teacher Satisfaction with Professional Preparation by Considering Teachers' Concerns when Planning Preservice and Inservice Education

Frances Fuller and Carol Case

November 1969

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Personalization Division

Research and Development Center for Teacher Education

Teacher Personal Growth Materials

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Introduction

Teachers, both preservice and inservice, often complain that professional education is not relevant to their needs. The purposes of this manual are to describe procedures to make professional education relevant to the needs of teachers and to increase satisfaction of teachers with their preservice preparation and inservice education.

How are these two goals accomplished?

First, we ask what teachers are concerned about. To answer this question, the concerns of teachers are assessed. Then, when teachers' concerns are known, course content and experiences can be planned which are consonant with their concerns. When course content is consonant with teachers' concerns, teachers are better satisfied with both their courses and their instructors.

What This Manual Includes

This manual reviews the research about teacher concerns. Findings from this research are remarkably consistent. A developmental model of teacher concerns is posited based upon this convergence in research findings.

This model provides the rationale for a system for scoring concerns.

The manual describes procedures for assessing concerns. Some teacher tasks are listed which occur at each stage of concern. Some suggestions are made for instructors about using assessed concerns to increase teacher interest and satisfaction.

Specifically, this manual contains four kinds of materials.

First, the research is summarized on which this conceptualization of teacher concerns is based and questions for further research are posed.

Second, teacher concerns stages are described informally. Some of the tasks are listed which are related to different concerns. These tasks descriptions may suggest to you the kinds of content and experiences which might be planned for teachers with different concerns.

Third, an instrument is described for discovering what teachers are concerned about. This is the Concerns Statement. The Concerns Statement is simply a statement in which the teacher says what he is concerned about. These statements can be scored. They must be

read individually and coded by hand. However since they are in the teacher's own words, they are quite useful to instructors. Concerns Statements tell the instructor not just where in the concerns sequence the teacher can be placed, but the particular topics which concern the teacher.

Fourth, other materials are listed which are available from the Research and Development Center for Teacher Education.

What This Manual Does Not Include

The materials here will help you to discover what your teachers (or students) are concerned about and offer some suggestions about the kinds of tasks they need to accomplish before they can resolve their concerns.

This manual does not provide course materials addressed to different concerns. Most such course material probably needs to be developed to suit individual situations. Two teachers who are both concerned about class control need different kinds of help if one has taught two weeks in a class for emotionally disturbed and the other has taught two years in a junior high school.

However some materials are being developed which are related to the concerns of undergraduate education majors preparing to be elementary teachers. Short descriptions of these materials and a list of reports of related research are at the end of this manual. These materials may be secured from the Dissemination Division, Research and Development Center for Teacher Education, The University of Texas, Austin, Texas 78712. If you wish to be notified as materials become available, you should write requesting that your name be placed on the Center's mailing list.

Research Background

Since 1932, and perhaps before, teacher educators have been trying to discover what to teach their students. They have surveyed teacher problems, complaints, "anxieties" and satisfactions. When these empirical studies were reviewed in the following article, a remarkable convergence emerged.

On the basis of this convergence, the author posits a three stage model of teacher concerns.

Stage One. Education majors who have never taught are not concerned about teaching at all. No wonder undergraduate education students are bored in education classes!

Stage Two. After their first contact with teaching, education majors are concerned with themselves: with their ability to survive in the school, their content adequacy, their capacity to control the class. They are not really concerned with pupil learning (although they may think they should be and may give lip service to such concern). This may help teacher educators understand why young preservice teachers report "methods" courses to be irrelevant and dull!

Stage Three. Experienced superior teachers have very different concerns: concern with pupil learning, with their own effect on pupil learning, and with changes in themselves and the world which will facilitate pupil growth. Most teacher educators are drawn from the ranks of experienced superior teachers. There is probably a great gap between the goals teacher educators have for their undergraduates and the goals undergraduates have for themselves. Thus do the best laid schemes gang aft a-gley!

The following article documents this convergence in the research, describes the model derived from this convergence and suggests some directions for both research and practice.

Concerns of Teachers: A Developmental Conceptualization

This article is found in the envelope at the end of this manual.

(Research review section continued)

Teacher Satisfaction and Teacher Concerns

The three phase model posited on the previous pages predicts that when course content is consonant with concerns, students will be more satisfied with the course. When course content is not consonant with student concerns, students will be less satisfied with the course.

Patterson (1969) assessed the concerns of undergraduate educational psychology students. He then assessed the course content from tape recordings of class sessions and the resemblance between student concerns and course content. Student satisfaction was assessed through course-instructor evaluation survey instruments.

Patterson found that students were better satisfied with both course and instructor when course content was more consonant with their concerns.

Although satisfaction was higher in classes where content and concerns were consonant, this was not necessarily the cause of greater satisfaction. Instructors who choose content which speaks to student concerns may have other qualities such as sensitivity which please students. Further study is necessary before it can be concluded selecting material alone was responsible for the increase.

This study is listed at the end of this manual in Appendix B and a summary can be obtained from the Research and Development Center for Teacher Education.

What Preservice Teachers Say

The three phase model of teacher concerns is actually a three population model. Phase one is characteristic of completely inexperienced students, those who have never taught. Phase three is characteristic of superior experienced teachers. Phase two is characteristic of undergraduate and graduate students with either just a bit of teaching experience or no experience at all, the preservice teachers with whom teacher educators are usually most concerned.

The concerns of this preservice group need to be fleshed out. How do preservice teachers express their concerns?

The following excerpt has been adapted from the 45th Yearbook of the Association for Student Teaching. Typescripts were made of tape recordings of many group counseling sessions of student teachers. Since the counseling sessions were structured to make frankness appropriate, the typescripts furnish an unusual, possibly unique, record of the concerns of beginning teachers. The quotations below are excerpts from these typescripts.

Stages of Concern[1]

Six stages of concerns emerged from the seminars. They were:

Stage One: Orientation to Teaching

Where do I stand?

Here <u>student teachers were concerned with the coming student teaching situation and with their position in it</u>. They were literally sitting on the edges of their chairs waiting to find out about their assignments, the school, the grade level, the supervising teacher, the university supervisor, the rules of the school, the orientation of the principal, and especially the expectations of supervising teachers, the requirements of the task and the limitations, both verbalized and tacit, upon them.

S.T. 1: I don't know. I mean, is it going to be my class? Or is it going to be the teacher's class? Can I teach what I want to, really? Can I try out new things?

S.T. 2: Does she tell you what to do? Or can you make up your mind?

[1]Reprinted with permission from the 45th Yearbook of the Association for Student Teaching, pp. 160-168.

S.T. 3: And what if she doesn't approve of the way I'm doing it?
S.T. 1: And that's not all of it. I can't put my finger on it.
S.T. 2: Oh, I think the anticipation - knowing the action is actually coming.
S.T. 3: The big day when the bomb will fall.

When assignments have been made, the problem of discerning real expectations, the behaviors for which real rewards are given as opposed to those which just get lip service, the search for the real power structure, has just begun. Things are not always what they seem:

S.T. 1: My supervising teacher is so good. She gives them a free rein. But she has them under perfect control.
S.T. 2: They feel free with her. They just don't dare not to discuss.
S.T. 1: Well, they get an "F" if they don't.

Even when the facts are plain, knowing where one stands is hard:

S.T. 1: (Excitedly) I went to a conference with a mother today. It was actually a mother.
S.T. 2: A real mother!
S.T. 1: Mrs. M. said we are not student teachers, we are real teachers. (Pause) I sat there and didn't say a word. But they talk to you as well as the teacher.

In one school, student teachers reported being criticized as "unprofessional" because they avoided the teachers' lounge; and in another, the telephone as well as the lounge were explicitly forbidden them. One principal felt that student teachers who sent pupils to his office for punishment were abdicating their responsibility; another backed them up and even invited them to witness the paddling. If they ignored noisy members of another class in the hall, they might be judged irresponsible; if they took action, they might be told to stop "interfering." Even worse, the children might ignore them. Evaluating the subtle cues on which such judgments could be based called for social sophistication and sometimes two-faced inconsistency. Many otherwise committed, knowledgeable student teachers couldn't - or wouldn't - "play it smart."

One concern was with subject matter adequacy. What do you do when a child asks about the past tense of "lie" and "lay" when this is something you've never been clear about yourself? What will the class think when you have to say, not the first or fourth, but the

tenth time, "I don't know" or "Let's look that up."

During this stage, some students merely worried about their student teaching grade, but most tried to discern how parents, supervising teachers, principals, and others were evaluating them. Sometimes such an evaluation was crucial:

> I won't apply if I don't have a chance. I know you shouldn't be grade conscious, but what if I make a C? If I did, I wouldn't go on teaching.

Important as they are, dependable evaluations seem hard to get:

> Today I had a parent come down and complain about me. Yesterday he acted lovely to me and today he is talking to Miss S.

Even principals can be distrusted if they try too hard to be agreeable:

> The principal came in and said I did a wonderful job. I guess he liked the way I took roll. (Laughter) Then when he left he said to Mrs. M., "What is her name?" (Laughter) And I have to have his recommendation!

It is hard to ask frankly for honest evaluation:

> S.T.: The only thing Dr. T. said to me was, "L., if your lesson plans were a little more detailed I could help you." Of course, he was standing there with one tiny little piece of my notebook paper. (Laughs almost hysterically.) If he had only said, "Now look, you've got to get busy." (Bangs on table to imitate fantasied supervisor gesture.) Of course I'm asking to be babied. (Laughs) But if he smiles I just sit there and tell him stories about what happened and we have a good old time. I hope I'm not going to get slapped in the face at the end of the course.
>
> Counselor: You mean the babying may stop all of a sudden?
> S.T.: Golly, yes. I said to my supervising teacher, "Has he said anything to you?"

Stage Two: Control

How Adequate Am I?

This was another self-preservation phase. The overriding concern was class control. This is, of course, no surprise to anyone

who has supervised student teachers. As hunters discuss the chase and sailors the shipwreck, student teachers from K through 12, but particularly in junior high school, talk about "discipline." Resolution of the need, on one hand, to be liked by pupils and, on the other, to frustrate their impulses in the interests of socialization, caused discomfort to most student teachers. For some, however, attempts at class control were deeply traumatic. For a student teacher who was a lonely only child, "discipline" meant alienating potential "playmates" in the class or even brothers and sisters whose late arrival made them more precious still. For the rebel, class control was "going over to the enemy." Unconsciously hostile student teachers sometimes panicked in fear of their own rage; passive ones cried; narcissistic ones were titillated and manipulated.

Discipline in student teaching is vastly complicated by the presence of a supervising teacher. First, his standards, if even slightly different regarding tolerable noise level and impulse expression, add another dimension to an already complex situation. More important, his aims and those of the student teacher are at odds: the teacher's aim is success; the student teacher needs the freedom to fail. As one so vividly documented it, they certainly can muff:

> I cannot control them at all. They do everything they can to tease me. They take the little slips I have to send to the office. Then I have to hunt for them. They finally give them back. And they run around the room. Yes, they do.

Their repertoire of "staring them down," snapping fingers, making pupils "freeze," writing names on the board and so on, works only temporarily. Remaining in control is more complex than merely keeping order.

The view that "discipline problems," like a fever, are merely a symptom was relatively infrequent among student teachers. Discipline problems were initially treated as discrete events susceptible of cure by prescription, although the "symptom" hypothesis was given lip service. The reason for this seemed to be that once class control was seen as a product of emotional interaction between teacher and class, what the teacher is (and cannot change quickly, if at all) instead of what the teacher does, is subject to inspection. So are many values of doubtful lineage, unexamined feelings, shaky convictions. In the area of discipline, it is not possible to abstain. Doing nothing is always doing something.

Stage Three: Student Relationship

Why Do They Do That?

At this stage, student teachers were concerned with individual students, generally the "problem" students and their strange behavior.

They saw masochistic behavior:

> But I can't give her scissors. The others cut the paper, but she just sits and slices little pieces off her fingers.

And fear:

> I know how his father looks to him - like a great big ogre. I don't blame him for lying to his father about me, but what am I going to tell the father when he comes to see me?

Or withdrawal:

> She's no trouble, but so strange - just not there at all.

Children disdain them:

> When I said who I hoped would win the fight, I heard this one little boy say, "Nigger lover." I didn't know what to say.

Or take up arms against them:

> She doesn't like me and she is arousing the others against me.

Occasionally, the problem resides entirely within a child too troubled for any teacher's help. But more often it is the teacher's own feelings about the child which are troublesome, not the child's feelings about himself. To resolve this concern, more than knowledge of "child psychology" is required. A revision in the teacher's attitude as well as an addition to the teacher's knowledge is necessary.

Stages Four & Five: Student Gain

How Are They Doing?

(Stage Four is concern with cognitive gain;
Stage Five is concern with affective gain)

At this stage <u>student teachers were concerned about what the pupils they taught were actually learning</u> as distinguished from what they believed themselves to be teaching. In our early seminars, student teachers rarely asked the question, "Will the class remember that?" Although they often discussed with their supervisors outside the seminar the responses their classes made, and even devoted considerable time to an evaluation of what learning had taken place, this question was not raised spontaneously by the student teachers themselves in the early seminars.

Student teachers obviously knew in an intellectual way at least that evaluating what their pupils were learning was important in the eyes of their university supervisors. This became apparent when a university supervisor unknowlingly set off a near panic by suggesting immediately before the start of a counseling seminar that she would like the student teachers to reflect in their lesson plans the provisions they were making for individual differences among their junior high pupils and for evaluating the individual learning which took place.

As she spoke, the student teachers rapidly made notes. When she asked if there were questions, there was only one about the form this was to take. The university supervisor left and, as soon as the door closed, there was a loud explosion of comments:

Several: What did she mean? Someone run after her.
(Someone started out the door)

S.T. 1: (Shouting over the din) Wait a minute! Maybe we can figure this out!

S.T. 2: What did she mean about individualizing your lesson plans?

S.T. 3: I think she meant individual levels.

S.T. 1: I don't think she meant that although we've been talking about it in here. I think maybe that I have not been applying theory. I mean I have given a lot of individual attention without their knowing it. (Illustrates by recounting an incident from her class.)

S.T. 4: I think that is what she means but in the plan, not in just telling the child, but on a mass level of individual attention and planning. For example, a variety of assignments. Since you have a feeling of confidence now about the mechanics of teaching, start putting more time in on the planning. Is that what she means?

S.T. 5: Yes, that makes sense.

S.T. 4: Before we looked up and saw a sea of faces and you could just tell when someone was eating candy or the main thing was when someone wasn't working. Now we can change the lesson or explain it more thoroughly and look out for individuals more than just getting the work done.

Stage Six: Personal Growth & Professional Issues

Who Am I?

From the first, many <u>unconscious</u> interactions, between student teachers and their pupils, were apparent to the counselor. The impact one student teacher had on her pupils would often be apparent to some of the others in the seminar, but not to the student teacher

herself. In an early meeting, for example, one student teacher had a "minor discipline problem."

S.T. 1: I say, "Yes, that's your homework." Then they wave their hands to ask questions and they let "Mama" slip out.
Several: They really do?
S.T. 1: And I say! Imagine! Thirteen year olds!
S.T. 2: You mean they know they're doing it?
S.T. 1: Maybe some of them do. But I can remember when I was in grade school, I used to let "Mama" slip out all the time.
S.T. 2: Yes, but not in high school!

At a later meeting:

Counselor: Do they still call you "Mama?"
S.T. 1: No, they've grown up all of a sudden.
Several: <u>They</u> have?
S.T. 1: Well, <u>they</u> were the ones that were calling me "Mama," (Laughs) I wasn't calling <u>them</u>. No, but really, they have quit calling me "Mama." One even asked what my married name would be.

At the last meeting of the group, without referring to the "Mama" incident, Student Teacher 1 said: "Oh, I know me - I'm the mother hen."

The group knew, if she did not, that what she was, a "Mama hen," spoke so loudly to the class that they could not hear her tell them <u>not</u> to call her "Mama." They were rather like the little girl who was cautioned not to look at the enormous nose of the distinguished visitor. When she took his proferred gift, she said, eyes carefully averted, "Thank you, Mr. Nose."

To know oneself requires first deciding how much self-knowledge one can bear.

S.T. 1: How much do I want to know about myself? (Long silence) I don't know. (She expresses doubt about her qualifications for teaching.)
S.T. 2: It makes me feel sad.
S.T. 3: I feel we want to keep her (S.T. 1) in as a teacher, but more important, we want to get her <u>found</u>. I mean if she decided right now she wanted to be a doctor instead of a teacher and she was just very sure, I don't think any of us would be sad. It is just that uncertainty.
S.T. 2: Well the reason I feel sad when she was saying that was because I have had feelings identical to those, except that I just happen to me more a conformist than you are, so I just pushed all my fears and

doubts away. (Softly) So when you say that - well, I am sad because it makes mine come back.

S.T. 1: Do you want yours to come back?

S.T. 2: (Very softly) No, I don't want them to come back. But, I really am proud of you for standing up and saying, "Well, I'm not sure."

Developmental Tasks of Student Teachers

The developmental tasks related to each concern stage were defined as follows:

1. The concerns of the first stage, finding security in the total school situation, seem to involve the abilities to explore the physical plant freely; to discover with some degree of certainty what school policies are regarding such things as conferences with parents, administration of punishment, and handling emergencies; to estimate the amount of support which can be expected from the school principal and other supervisors in a great variety of situations; to build working relationships with other teachers; to utilize school resources such as audio-visual aids, libraries, visiting teachers, and community counseling services; in general to determine the limits of their acceptance as professional persons in halls, cafeteria, library, playground, teacher's lounge, and principal's office.

2. Feeling secure with one's class seems to involve the ability to understand and explain subject matter, to answer pupils' questions, to say, "I don't know," to have the freedom to fail on occasion; to mobilize resources and make effective changes when failures reoccur; to master the fear that students will hang from the chandeliers, climb out of windows, or merely refuse to cooperate; to catch an eye, give a warning glance or an approving nod without missing a beat; to feel bigger and stronger than the children if only because society has designated the teacher as its representative; to speak clearly, to be understood; to make out schedules, to estimate the time required to finish assignments; to anticipate problems peculiar to the social class, pecking order, habits, expectations, or just plain idiosyncracies of this particular class; to locate objects; in general to create an atmosphere in which teaching is possible, as distinguished from minding children or merely playing with them.

3. Coping with individual children seems to involve the abilities to establish behavior norms; to sense what is usual, what is strange; to interpret test scores, clinical write-ups and a variety of data such as that in permanent record folders; to master the anxiety aroused by the pitiful child and the whole gamut of emotions aroused in a teacher by children's unstinting acceptance, brutal honesty, and amoral disregard for propriety; to decide how

to react to the boy who cries for hours, the girl who is forever bruised, burned, or bandaged, the small boy who pats her posterior, or the bigger one who mutters aft, "I wish I had a swing like that in my back yard;" to do something with the child who lies, fights, or urinates in the classroom; to talk to parents in person or on the phone; to differentiate behavior which is the child's reaction to himself, from that which is his reaction to his teacher; to understand that doing nothing is usually doing something. Even more, it seems to include the ability of the teacher to estimate his own differential impact on different children, to realize that the very same act may have one effect on one child and a very different effect on another child.

4. and 5. Tasks of stages 4 and 5 are merged. Teachers must be able to estimate the effect their teaching has had on students. Evaluation involves a willingness to ask and then to hold still and listen; to take into account and to partial out the biases and prejudices of those who are responsible for evaluation; to evolve at least short term goals for themselves and their classes; to devise measures both formal and informal which will estimate the effects of what they have done; to attend to those estimates; to understand that estimate is not measurement, and finally to react constructively by trying new procedures, rather than blaming someone else or giving up.

6. The stage six developmental concern "Who am I?" could not be operationally defined with the early seminar groups since too few student teachers were then sufficiently secure in all the preceding developmental tasks to address themselves to this question in the context of their public school teaching. One objective of our work with experimental groups later was to specify how teachers would behave who were resolving this question in the classroom. This objective was partially achieved much later by observing and recording the classroom behavior of teachers who had been helped to cope with earlier concerns.

For the first time it was possible to state in student teachers' terms "stage five and six tasks" and to begin to specify the developmental tasks of these stages. Some statements of the students at stages five and six can be subsumed under eight categories:

1. <u>Taking into account the characteristics and learning capacities of the class</u>.

   It bothers me when I forget they are in fourth grade.
   I want them to like everything.
   I work on phrasing questions so they'll answer with new ideas.
   The record folders in the office only go so far - not far enough at all.

2. Specifying objectives in teaching content.

The thing with me is to get them to see the whole picture, not just one part.
My worst problem is that I need some big direction.
They need generalizations bigger than those I have myself.

3. Specifying one's own limitations.

I talk too much instead of letting them experience it themselves.
All I can hear is the criticism. If she says one small thing is wrong, I feel as though she said the whole thing is wrong.
I have that kind of face. If I'm not stonefaced at first, I can't tighten up later.
I had to have someone baby me then or I'd have quit teaching.

4. Partializing out one's own contributions to difficulties.

Mrs. S. says it is her worst, most diverse class in eleven years, but I have the problem of knowing when I can be free with them and when not.
I call that type "smart alecks" to myself, so you can tell I have a personal problem with them.

5. Trying out new ways and accepting the discomfort that may accompany change.

Working in committees is frustrating to me but helpful to them.
Letting them walk around bugs me because I never could do it.
These children demand to be taught as individuals and that is hard, but I see what it's like to teach a different way.

6. Evaluating one's effectiveness in terms of children's gain.

How can we rate ourselves until we see how much they have retained?
Seeing a face light up like he's got it is the best reward.
I know and the children know, so what if she (the supervisor) doesn't stop by.

7. Relating to and evaluating supervisors as colleagues.

We combined forces. She gives me ideas and I give her ideas.
She snaps at me, but even her husband tells her he's not a mind reader.

8. Selecting a teaching job considering what one has to give as well as get.

I'm no scholar. I'm just a nice guy. That school is in the poorest sections, but it's got a market for nice guys.
I'm only applying to private schools. I would not like lower class students and I'm sure they'd know it.

Preparing Teachers to Cope

Complex though the teaching task is, most prospective teachers felt that, except for student teaching, they had received little preparation for it. In exit interviews, student teachers almost unanimously expressed disappointment with their preparation for teaching "real live students."

This did not seem due to any dearth of qualified instructors or lack of information. Rather, the questions being answered for them in their courses were not the ones that they were asking at that time. While they were wondering what it would feel like to stand before a class, how to quell a riot or face an irate parent, or most important, how to wangle an assignment to a favored university supervisor, they were being taught what they called "theory:" scientific method, developmental stages, instrumental conditioning, statistics or sense modalities - all with the admonition that psychological research could not be applied literally, if at all, to classroom problems.

The problem to which we then addressed ourselves was to devise ways of meeting prospective teachers' concerns and of helping them cope with their real developmental tasks before the student teaching semester began, so as to push the point of readiness to learn to teach back to the beginning, instead of the end, of student teaching. For these pusposes, two kinds of procedures have been and are being tried: counseling[1] and instructional.

Instructional Procedures in Educational Psychology

Stage One Tasks. To help students cope with their first-stage developmental tasks (exploring and discovering the realities of the school environment), an attempt was made to help them become sophisticated observers and shrewd guessers. To this end, psychology course content centered initially about perception: variables which limit and distort perception and observation, the

[1]Counseling procedures are described elsewhere.

personal equation, differences in reaction time, observation as a step in scientific method, psychological constructs and operational definitions of them; theoretical frameworks which dictate the kinds of observations which are selected; hypothesis formation to make sense of observations; hypothesis testing; perceptual defenses; mild impairments in communication (speaking, writing, listening, reading); severe impairments (autism, schizophrenia).

Stage Two Tasks. To help students cope with their second-stage developmental tasks (achieving class control) an attempt was made to help them estimate the quality of their impact on individuals and groups in general and their own pupils in particular. To this end, psychology course content included a detailed case study of an angry, aggressive, anxious, acting-out boy, another of an unconsciously hostile student teacher - both with illustrative films. Research presented in lectures concerned social class, self-concept, authoritarianism, environmental deprivation, peer interaction, sociometrics, conformity, creativity, divergent thinking. Harry Harlow's research with monkeys was especially popular, perhaps because the great Dr Harlow admits himself bested by Kathie, the elementary education major!

To make relevant to individual behavior this intellectual learning, each student had a one hour conference (a "test interpretation") with a counselor in which the probable behavior of the student as a teacher was one focus. These contacts and their impact on students and counselors had complex outcomes. Briefly, whether the student felt helped or whether the student resisted the contact depended more upon the counselor than upon the student. Given a counselor with characteristics which were favorably perceived by students, prospective teachers were, as a group, overwhelmingly "therapy ready" when therapy was viewed as an impetus to self-realization. In any case, the student had the opportunity to voice and work out concerns regarding feelings of inadequacy, class control, relationships, and other stage two developmental tasks.

Stage Three Tasks. To help students cope with their third-stage developmental tasks (understanding the behavior of individual children), and their learning capabilities, extensive use was made of case studies. Each junior teacher selected a child for special study with the objective of getting behind his eyes and seeing the world as he saw it. To get information, in addition to using the usual sources, students interpreted projective type data (sentence completions, autobiographies, art work), analyzed their tape recorded conversations with the child and sociometric information about him, and, where appropriate, tested their successive hypotheses and reported their findings. Tape recorded conversations between therapists and children were playing and discussed in the university classroom to illustrate approaches which might be useful with both parents and children. For one hour, graduating student teachers

let down their hair with these new junior teachers. For another hour, junior teachers talked with specialists in the area of mental retardation, orthopedic handicaps, speech problems, and so on. Finally, small groups were presented with vignettes of incidents reported in depth interviews by graduating teachers. The group evolved procedure papers, specifying what they could do, how, when and why.

Stage Four and Five Tasks. Here instructional content was what is usually called educational psychology: measurement, statistics, intelligence, achievement, cognition, motivation, learning, retention. Writing test items, item analysis, reliability, and validity - the evaluation of learning generally - become important only when student teachers began to evaluate their teaching in terms of what their pupils were learning.

An Instrument for Assessing Teacher Concerns

An instrument has been developed to assess teacher concerns. This is the Concerns Statement which consists of an instruction to the teacher to write in 10 minutes or less what she is concerned about. This free response statement (page one) is then coded and scored. Instructions for coding and scoring Concerns Statements are included in this manual. A second page, Satisfactions of Teaching, is optional and may furnish useful information to instructors. The system for coding "Satisfactions of Teaching" has not yet been completed.

In one recent study, interjudge agreement of two judges using the Concerns Statement Scoring Manual to score 40 Concerns Statements was .81. Additional samples will be coded.

Instructors can use the Concerns Statement in two ways.

After statements have been scored, a frequency distribution will reveal the degree of homogeneity in a particular class. This can help instructors to choose content for the group.

Reading individual statements can reveal the particular problems which concern students and the language in which they are couched.

In both cases course content and experiences can be planned which speak to students' concerns.

lote: This is the Concerns Statement form.

CONCERNS ABOUT TEACHING

NAME_____ DATE_____

COURSE NO._____ TIME: 10 minutes

The purpose of this form is to discover what teachers are concerned about at different points in their careers. With this information teacher educators can include in teacher education what teachers feel they need.

TEACHING EXPERIENCE: Have you taught?_____ If so, what and how long? (Include Sunday School, summer camp, tutoring, student teaching, etc.)_____

_____

_____

_____

_____

_____

(1)

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you <u>now</u>.) Please be frank.

SATISFACTIONS OF TEACHING

What are the advantages of teaching for you? What are the satisfactions of teaching?

Instructions to Scorers

Teachers describe their concerns in such different ways that they are difficult to summarize. Some method is necessary to boil down this diversity and to summarize statements. This manual describes a system for classifying teachers' statements about their teaching concerns and scoring such concerns.

This system consists of six categories of concern about teaching (Codes 1 through 6) and one category for all other concerns (Code 0). The 0 category is self explanatory: any statement not about teaching is classified 0. Any statement about teaching is classified 1, 2, 3, 4, 5 or 6. Each of these codes is described in detail on the following pages.

It may help you to know that the codes are numbered according to the depth of concern expressed with outcome of teaching. The dimension is concern of the teacher with herself and the process of teaching versus concern with pupils and the outcome of teaching. In general Codes 1 and 2 are for statements showing concern with how the teacher goes about getting results (process) whereas Codes 4, 5 and 6 are concerned more with the results themselves (outcome). This may help you if you are undecided about some statement which may seem to fit equally well in two major categories.

Read the whole statement through once.

With a colored pencil place parentheses around statements or content units that express a concern. Continue until all content units are separated.

Assign one of the seven concern categories to each content unit by writing a number 0 to 6 outside of each parenthesis.

Disregard tenses of verbs.

Codes 1 and 2 are process concerns and are usually self-oriented. Codes 4, 5 and 6 are outcome concerns and are other (usually student-task) oriented.

<u>Example</u>

(1"Actually, I am concerned with my actual classroom situation.)1 (1Like how will I handle myself in front of the students?)1 (1How can I act?)1 (1How outgoing and friendly can I be?)2 (2And what relationship can exist to get the best atmosphere for learning?")2

Some statements will express a concern that cannot be coded. These statements may sound outcome oriented but are too general in nature for the coder to know if the person actually is concerned about outcome or if the person has just had an education course and was told that a teacher should be concerned about outcome. For example:

> "My main concern and goal as a teacher is to make my students enjoy school and enjoy learning."
>
> "I am concerned with inspiring creativity, interest and motivation."
>
> "I am concerned with making the school day as creative and interesting an experience as possible."

In such cases, the coder should not try to code the statement.

Overview of Concerns Codes

Code 0. Non-teaching Concerns

Statement contains irrelevant information or personal concerns which are unrelated to teaching. Codes 1 through 6 are always concerns with teaching. Any other statements are coded 0.

Code 1. Orientation to Teaching

Concern with orienting oneself to a teaching situation. Inadequacies or uncertainties related to:

a. education and/or teaching generally
b. content and/or situation, i.e. psychological, social and physical environment of the classroom, school and/or community
c. supervisors, cooperating teacher, principal, parents, evaluation, rules or administrative policy, i.e. concern with authority figures and/or their acceptance
d. teaching procedure
e. general student acceptance

Code 2. Control

Concern about class discipline and control of students (one student, a small group or the whole class). Concern about students' misbehavior. Concern about authority as a teacher. Concern with alienating students. Concern about student acceptance as an authority figure.

Code 3. Student Relationship

Concern about personal, social or emotional relationships with students. Concern about students as individuals. Concern about the feelings of students. Concern about student acceptance as a friend.

Code 4. Student Gain: Cognitive

Concern with student gain in knowledge, comprehension, application, synthesis and evaluation and/or with teaching methods or procedures for achieving it.

Code 5. Student Gain: Affective

Concern with student gain in awareness, interest in learning, receptivity to experiences and growth in values and character or with teaching procedures for achieving it.

Code 6. Personal Growth and Professional Issues

Concern with personal and professional development, ethics, educational issues, resources, community problems and other events in or outside the classroom which influence student gain.

Directions for Scoring

After each content unit has been coded separately, re-read the protocol and decide on an <u>overall</u> concern level.

There are 12 possible levels:

0 = non-teaching concerns

1 = orientation to teaching

2- = majority of content units are control/discipline with some 1 or 0

2 = all control/discipline

3- = majority of content units are student relationship with some 2, 1 or 0

3 = all student relationship

4- = majority of content units are student gain: cognitive with some 3, 2, 1 or 0

4 = all student gain: cognitive

5- = majority of content units are student gain: affective with some 4, 3, 2, 1 or 0

5 = all student gain: affective

6- = majority of content units are professional issues with some 5, 4, 3, 2, 1 or 0

6 = all professional issues

If there is no majority, code high and mixed, i.e. add the minus sign (e.g. 6-).

If the majority is coded low and there are some higher levels of concern, code low (e.g. 1).

When there is a majority and there is a higher code and a lower code, code the majority number.

If a content unit is repeated in almost the same words, count the original and the repetition as one unit.

If a content unit is repeated in almost the same words but another content unit has intervened (even is the intervening content unit has been assigned the same code), consider the repeated content unit as a new content unit.

Illustrations

Code 0. Non-teaching Concerns

A statement contains irrelevant information or personal concerns which are unrelated to teaching. Codes 1 through 6 are always concerns with teaching. Any other statements are coded 0.

Examples

This pen doesn't write very well.

Today is a pretty day.

Right now I am most concerned about getting married.

Roommate trouble

If I don't improve my GPA I may not get to teach.

My father wants me to get a teaching certificate.

I may have to drop out of school before student teaching.

I want to be a better person.

Code 1. Orientation to Teaching

Concern with orienting oneself to a teaching situation. Inadequacies or uncertainties related to:

a. education and/or teaching generally
b. content and/or situation, i.e. psychological, social and and physical environment of the classroom, school and/or community
c. supervisor, cooperating teacher, principal, parents, evaluation, rules or administrative policy, i.e. concern with authority figures and/or their acceptance
d. teaching procedure
e. general student acceptance

Examples

a. <u>education and/or teaching generally</u>

Should I teach?

I don't think I have the ability to do very much.

I'm not real sure what I should do.

Will I be able to do what is expected of me?

More concerned about my own performance than with the performance of the individual students in my class.

Will I know how to handle unforeseen emergencies or situations?

My main concerns center around my questioning of how effective I am as a teacher.

I hope that I can teach children successfully.

Since I have always been the one who is learning, I was afraid I was not qualified for this role of teaching.

Now my only concern is will I be able to help my class understand whatever I am trying to teach on their level.

I am still worried about whether or not I will remember everything that is important for students to learn.

b. <u>content and/or situation, i.e. psychological, social and physical environment of the classroom, school and/or community</u>

Do I really know my subject matter?

b. (Continued)

What should I do if my material has been covered and there is more time?

What should I do if I make a mistake in a statement or a suggestion?

It must be very difficult for a beginning teacher to determine exactly what should be introduced and what should receive more attention.

I need to improve my sometimes incorrect pronunciation of words.

I was concerned about my knowledge of Spanish.

My main concern is will I know what to teach?

I hope I will have enough material to put on bulletin boards.

Am I capable of handling the extracurricular activities assigned?

I'm concerned also with being able to positively, helpfully and constructively speak to instruct and encourage students.

What will my new school be like?

I was concerned because this is a lower class school.

I don't understand their language.

I was concerned about finding my way around in the school.

What is the philosophy of this school?

I am concerned as to the affect on my pupils of my own short comings in handwriting and spelling. These are skills I can work on and am doing so but they are a problem now. I do not feel they hold me back in communicating with the students. I am merely concerned over what affect my habits will have on the students.

c. <u>supervisor, cooperating teacher, principal, parents, evaluation, rules or administrative policy, i.e. concern with authority figures and/or their acceptance</u>

What will my supervisor be like? How often will she visit?

Will my supervisor give me an honest opinion of my teaching?

Working with supervisors looking on tends to make me very cautious. I know it is necessary and hope this can be helpful.

c. (Continued)

What will the cooperating teacher expect of me? Is it going to be my class or her class?

Will the cooperating teacher give me an honest opinion of my teaching?

What kind of relationship will I have with my principal?

How will the faculty and staff accept me?

What are their parents like?

I wonder if I will get to talk to any parents.

How will I be evaluated by other people?

Can I deviate from the plan of work as outlined?

Will I have authority to give grades and will they be accepted?

Will I be allowed to discipline students as I see fit?

Will anything drastic happen if I make a mistake in following school policy?

I realize that certain rules are necessary, but I do dislike restrictions.

Can I go into the teacher's lounge?

d. <u>teaching procedure</u>

I was concerned about how I would do in organizing lessons.

I am concerned about my ability to present ideas to the class.

What can I do to improve my lessons?

I am concerned about the presentation of subject matter.

I was worried about my lesson plans - too long or short, whether or not they covered the subject.

I was especially afraid that I would not be able to concentrate on 5 or 6 things at once like teachers are required to do.

I wonder how to evaluate my students.

I've got to learn to write on the blackboard.

Can I make the children understand?

d. (Continued)

I am most concerned about how I will apply what I have learned to elementary school children.

I am concerned about being able to communicate with the class so that they could learn effectively.

I am also concerned about going too fast for them. I speak rapidly and tend to mumble. I hope I can become more conscious of this in order to correct it.

The few times I have been around children, I found that situations arose in which I was not certain as to how to react.

e. <u>general student acceptance</u>

I was concerned if they would like me.

I was concerned about the image I would present to the class.

I was concerned about their confidence in me as a teacher.

My first concern was the student's reaction to an outsider.

I was also concerned about being a 'teacher-figure' and not just one of the kids playing teacher.

Code 2. Control

Concern about class discipline and control of students (one student, a small group or the whole class). Concern about students' misbehavior. Concern about authority as a teacher. Concern with alienating students. Concern about student acceptance as an authority figure.

Examples

At the present time my main concern is the problem of discipline - can I keep order in a class?

I also felt that it was imperative that the students respect me and my authority as their teacher.

What will the students be likely to do to 'try me out?'

I guess that discipline must be caused by respect for the teacher and this is something to aim for.

I'm afraid the students won't like me if I keep them in after school but I do have to discipline them.

I just can't have the whole class watching to see what is going to happen next, you know. Everyone is nervous and giggling - it was just terrible! I'll find out tomorrow what to do with him.

I've got some boys that won't work, they are not doing their assignments and they are not doing what I ask them to do. Those boys are the normal trouble makers.

I can't concentrate on what I'm teaching because they're so noisy and they're big boys and they love to tease me.

I'm concerned that the students won't like me if I teach them something that they don't care about.

It would be so easy to tell them to sit down and shut up if I didn't like them, but I'm so afraid I'm going to hurt their feelings and squander what <u>little</u> initiative they have.

I told him to find a place that he thought he could do his work. If he sat on the chandelier I'd just love it if he'd pay attention.

Also, I have been struggling with the concept of finding a reasonable boundary line between when a class is extremely out of order and when disorder is conducive to learning. I found that at times noise and freedom of movement aided learning, but in the very next second it had gotten out of hand and was too riotious to aid learning.

Code 3. Student Relationship

Concern about personal, social or emotional relationships with students; concern about students as individuals; concern about the feelings of students.

Examples

Right now I'm just having a great time with the kids.

I am concerned about becoming too personally involved with the children.

I wonder whether or not the pupils will accept me as a friend.

I know a little about them and I can share their experiences and I can sympathize with them, and I can understand why they don't hand things in all the time, and I understand some of their problems.

How formal or informal should I be with students?

I was also concerned with my students' impression of me - would they respect me and if they did could I possibly win their affection as well as their respect.

The least important of my thoughts was that the children like me as a person, but I must admit that the concern was there.

I am also concerned with whether or not I will be able to be impartial and patient enough to be of value to my students.

How do I reach those children which are distant to me?

Now I'm attached to every one of the kids in my classroom.

I hate to think about saying goodbye to the classroom.

What goes on in their minds? What are they thinking?

I'm afraid they think I'm just a rich college girl.

During my first week of student teaching my main concern was involved with learning to know my students.

Another concern of mine is to give each student as much independent and personal guidance as is humanly possible.

I don't know how far it's any of my business to ask him about any of his personal situation when it comes down to the work that he's doing for me.

Margaret (CT) told me about Bill (student) and it really upset me. I definitely think he is a big problem. I don't think I could ever get to the bottom of it with what is available to me. It is kind of discouraging.

What makes a child the unique person whom he is?

I find that I can become so involved with individual students and their problems that I almost forget the other pupils.

(In class a student asked ST who she had been out with on Saturday night.) I said we were studying our lesson now. I just went on with the lesson. It really shook me. You know, I don't really mind saying whatever I was doing because they really did see me on Saturday. Now, should I have had him stay after school for that? I felt like ignoring it - it was the only thing I could do. But I'm not sure if I was losing control that way, will they disrespect me for it? I don't know how to react to it.

I think the more you know about the student, the better you can teach them.

As far as my relationship with the children and my ability to teach them, I feel not unconcerned but more at ease and comfortable.

How can I have an atmosphere that is friendly but still serious enough for them to learn?

Some children have such poor home lives they just can't concentrate.

Code 4. Student Gain: Cognitive

Concern with student gain in knowledge, comprehension, application, synthesis and evaluation and/or with teaching methods or procedures for achieving it.

Examples

The most important part of teaching that I am concerned with now is presenting material that will teach the class a new method or concept or approach to art - to make them appreciate art not for the chance to talk with their best friend but because this is a good outlet for expressing their feelings.

Right now my chief concerns seem to be am I getting across to them?

The question still arises in my mind as to how well I have challenged my students.

For children are very creative and their minds are filled with many exciting and new ideas, and I want to help them utilize these ideas of their own with their school work.

I am most concerned with finding the most effective way to teach reading.

Will it hurt if you change a left handed child to right?

Will I be able to present information in a manner to provide the greatest possible learning situation?

Individuals with a lot of potential, who are not using it, are my main concern.

Also, I'm concerned with the great individual differences, how to approach them and how to challenge the faster students without losing the slower ones.

I am concerned about levels. About how far you can push your students and how you can and what they should know and how not to give up on a small group and how to push them as well as the fast group and things like that.

They just sit there and won't ever do anything. They have failed everything we've done so far.

I feel now that I can use ideas no matter where I find them so long as the student gets the effect.

I want to be sure they understand the fundamentals.

I want them not only to understand what is said, but also to be able to apply what is said.

My concerns presently deal with finding out mutual areas of interest and ability so I am able to get new subjects and new concepts across to them. That is, I'm concerned with their understanding what I'm attempting to teach.

I'm more concerned now about the general things they learn rather than the facts. I am always behind on lesson plan schedules because I am not as concerned about getting everything covered and done. If there is a word or concept they don't understand, we stop and go over it. I realize more clearly now how little they know and how lacking their background is.

They need some sense of accomplishment and every child has a potential in at least one field.

How do you teach a boy who doesn't seem to hear anything that is going on?

I had some real problems in the beginning with their handwriting. They could not write so that a human being could read it. I've been working about 15 minutes with each child trying to get the incomprehensible garble put down in some acceptable language.

Code 5. Student Gain: Affective

Concern with student gain in awareness, interest in learning, receptivity to experiences and growth in values and character or with teaching procedures for achieving it.

Examples

I am concerned with keeping the children's interest and enthusiasm for participation high so that they can see a need for learning.

My concerns now seem to be to get closer with the students, to provide them with an opportunity to question, to doubt, to think.

Can I help provide a stable background for their development?

I want them to realize why they are learning what they are and to enjoy it because it is valuable.

The one that I'm thinking about is one that never does one thing in class - except that he shows remarkable comprehension of things. Well, the thing of it is that he just never puts out any effort.

There were two of the students who made top grades in everything but they couldn't do this lesson. I think it was almost frightening to them not to be able to fulfill a requirement.

There is one girl who is just struggling to hold her own with this group. She turns in extra credit work by the ton, but she can't pull the quality of her work up to an A. I don't know if moving her back a group would help or not.

What can I do with a child like this? A child who will freeze in front of the class and won't utter a sound, but will come in after school and make up all the required work?

I have one little boy who just comes occasionally...when I do talk to him what can I say to him that could get him in class?

When I think about my teaching, I am most concerned with the many aspects involved in the educational growth and development of the children under my supervision. This naturally includes all areas of their growth and development - physical, mental, social and emotional. The environment of my classroom, I hope, will promote the development of democratic, well-adjusted individuals who are happy within themselves and with their place in society.

I am concerned that students become open-minded, well-rounded individuals. I want to help them learn to help themselves be better able to live full lives.

My concerns are about educating the student as a whole so that each student may become a profiting citizen. By this I mean that the student needs to learn not only from books but from many other resources. A teacher should teach her students to get along with others, to solve problems in an independent way of thinking and to look at our country's situation with a feeling of pride and in a democratic manner. I try to develop my students in a way so that they may function in an adult society and to cope with problems in a mature manner. This kind of teaching does not stress what "paragraph 3 on page 19 of our Science Text" says!

I believe in giving the child an opporunity to increase his ability in every way possible, in all areas which will contribute to make him a better person and successful socially, academically, physically and mentally. I also believe in giving the child a chance to develop a pride in his culture as well as a sense of belonging in a culture.

I am concerned about trying to educate the whole child to live more fully in this complex world in which we live. It is most important to convey information, but of more importance is to help this child to adjust and fit into his experiences which he copes with each day. Children need to learn at an early age the importance of using their time wisely and well.

I am concerned about the children that are in my classrooms each year. I am not as concerned about the subject matter that they will retain when they leave my room but the concepts and values that have become a part of them during their time. I like to think perhaps while they are with me, they learn to accept themselves as they are, learn to appreciate what they are and want to be, learn to make decisions based on their judgements, learn to work individually as well as a group - learn to be an asset to our society.

Code 6. Personal Growth and Professional Issues

Concern with personal and professional development, ethics, educational issues, resources, community problems and other events in or outside the classroom which influence student gain.

Examples

The school lunch program needs to be extended to breakfast. Hungry children cannot learn.

Should a teacher tell a parent the children's IQ score?

In this school, the real damage is done before they enter the first grade. They already dislike school.

I think this class should be smaller. Some children are so nervous and talk so much. The regular sized class stimulates them too much.

I am concerned with finding a grading system which covers all areas of learning a foreign language - speaking, writing and listening.

Textbook selection methods in this state need to be changed so books can make sense to children with varied backgrounds.

We are adapting the curriculum guides for the needs of the new students coming into our school for the first time this fall.

How do you help community situations that slow down the process of learning?

I am concerned in constantly trying to improve myself. I think teachers should attend workshops etc. so that we can be in touch with new ideas.

It concerns me that most of the curriculum is designed to emphasize the teaching of factual information. While realizing the importance of this type of information, I would like to see an increased emphasis placed on the social and emotional development of the child. I am concerned about the lack of any real democracy at work in most classrooms. I feel that our children need experience in decision making and other thinking operations, but it seems seldom that opportunities are purposely provided to give the children these experiences. Children need to know how to think! With this skill they can discover the factual information when needed if required. The curriculum is to full that it staggers the teacher's imagination when she tries to cover the curriculum and still teach in a way that stimulates thinking operations.

Appendices

Appendix A

Available Teacher Personal Growth Materials

Teacher Personal Growth Materials will be issued as research and development progress. The following materials are now or socn will be available.*

Introduction for Teacher Educators to Teacher Personal Growth Materials

This is an overview of purposes, procedures and research findings about Teacher Personal Growth Materials.

Climates for Growth (for teachers)

This engrossing booklet is addressed to preservice teachers. It discusses some feelings and concerns almost all young teachers have but which many are afraid to verbalize. It helps teachers to accept their feelings and points out some ways they can become less concerned with themselves and more concerned with their students.

Concerns of Teachers: A Manual for Teacher Educators (this manual)

Preservice teachers are often concerned about problems different from those discussed in education courses. Consequently teacher educators may be answering very well questions no one is asking. This manual describes empirical findings about teachers' concerns. It specifies a procedure for discovering what teachers are concerned about and some ways of meeting these concerns.

Concerns Statement Scoring Manual RMM #7

This contains only the scoring system from Concerns of Teachers Manual described above.

The Fifteen Minute Hour: An Early Teaching Experience (for teacher educators)

Education students are often bored because they are not concerned about teaching. They don't even know what to be concerned about.

*No charge is made for materials still in trial edition. Institutions and individuals interested in participating in field testing of trial editions should contact Mrs. Beulah Newlove, Coordinator, Personalization Consultation, Research and Development Center for Teacher Education, The University of Texas at Austin, Austin, Texas.

Concern with teaching can be aroused in 15 minutes of video taped teaching before their first professional course. Procedures for facilitating a brief teaching experience are described.

Meet Your Cooperating Teacher

Early brief teaching arouses concerns about teaching. Some of these concerns are realistic but some are unrealistic and interfere with learning to teach. "Meet Your Cooperating Teacher" is a color slide presentation to be shown to preservice teachers before student teaching or other long term teaching. These slides stimulate discussion of new teachers' concerns about their cooperating teachers. A manual for the instructor enables him to help neophyte teachers resolve some of their interfering concerns about first teaching.

Intensive Individualization of Teacher Preparation

This describes an "individualized" teacher education program at The University of Texas. Concerns of teachers were examined in order to discover what kinds of worries and problems neophyte teachers have. The chapter describes these concerns, the sequence in which they occur and the developmental tasks which accompany these concerns and which need to be resolved before new teachers can move on to the more "mature" concerns. (This is reprinted in The Teacher as a Person by Dr. Luis Natalicio, Dr. Carl Hereford and Susan McFarland.)

Teacher Assessment Manual

Teachers have feelings which interfere with their learning to teach and which interfere with pupil learning. This and the next four manuals are addressed to counselors who work with teachers. These five manuals show counselors how to help teachers become aware of their feelings through psychological counseling and how to become aware of their impact on others through self confrontation counseling. These assessment materials show counselors how to understand individual teachers deeply through psychological assessment and thus prepare for counseling them. (Trial edition available about January 1, 1970.)

Counseling Teachers

This set of materials, including typescripts of interviews with teachers, enables the counselor to conduct and maintain a profitable interview with teachers based on the psychological assessment described in the Assessment Manual above. (Trial edition available about summer, 1970.)

Live Filming of Preservice Teachers

This manual describes how to film preservice teachers, live in

the classroom using either video tape or 8mm. film, when the purposes of the filming are to show the film to the neophyte teacher and to use the film as a stimulus for counseling. (Trial edition available about summer, 1970.)

Assessing Live Teaching Films

This helps the counselor to understand deeply the way the teacher, already known through psychological assessment and personal counseling, is interacting affectively with pupils. (Trial edition available about summer, 1970.)

Self Confrontation Counseling: Using Video Films to Counsel Teachers

The counselor and the teacher see the teacher's film together. These materials, including typescripts of teaching films and counseling sessions, sensitize the counselor to the realities of teaching and the psychological interpretation of teaching behavior. They help the counselor to conduct and maintain a productive interview with the teacher based both upon previous psychological assessment and counseling and upon the video taped teaching assessment. (Trial edition available fall-winter, 1970-71.)

Personal Growth Assessment: Psychological

This manual enables the teacher educator to assess the effects of a personalized teacher education program upon teachers. Of course each previously described manual contains procedures for assessing satisfaction of teacher educators and teachers with the materials. This manual includes procedures for assessing the whole program, i.e. what personal growth results from a personalized teacher preparation program? (Trial edition available spring, 1971.)

FAIR Manual (Fuller Affective Interaction Record)

This manual describes several systems for assessing teacher and pupil affective gain from observations of their classroom behavior. These systems are used primarily for large scale assessment but all the systems have low cost adaptations.

Other Material Available from R & D

Sandra Smith: An Individual Steps Out

This is a reprint of a true story of a young teacher who was a subject in the personalization research program which led to the development of the Teacher Personal Growth Materials. Sandra's encounter with herself is described in a non-technical manner so that the reader might discover the impact of the personalization procedures.

Appendix B

Relevant Research

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